

Moorfield Primary School

Inspection report

Unique Reference Number	123435
Local Authority	Telford and Wrekin
Inspection number	327908
Inspection date	28 November 2008
Reporting inspector	Lois Furness

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	259
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Simon Jones
Headteacher	Stuart Sanderson
Date of previous school inspection	9 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Wellington Road Newport TF10 7QU
Telephone number	01952 386470
Fax number	01952 386480

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors who evaluated the overall effectiveness of the school and investigated the following issues:

why boys achieve less well than girls in some year groups

whether pupils are sufficiently involved in knowing how to improve their work

the effectiveness of the Early Years Foundation Stage (EYFS). Evidence was gathered from observations of pupils at work and play, discussions with staff, governors and pupils, scrutiny of pupils' work and school documentation and an analysis of parents' views. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

In this larger than average school, the vast majority of pupils are of White British heritage. Provision for the EYFS comprises of Reception age children who start school in either the September or January of the year they are five. Over one third of pupils in Years 3 to 6 join the school in Year 3, from a nearby infant school. The proportion of pupils with learning difficulties and/or disabilities is below average. The school has gained a number of nationally recognised awards including Basic Skills Agency Quality Mark, Activemark, Artsmark and the International Schools Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Moorfield Primary is a good school which is extremely popular within the local area. There is a very happy friendly atmosphere where pupils unanimously agree school is fun, exciting and helps them to learn. One pupil said, 'We do lots and lots of interesting things. It is so much better being here than just sitting at home watching TV!' Parents also appreciate the work of the school, recognising their children feel safe and make good progress. However, a minority of them say they would like more information about how they could help their children to improve their work.

Children enter the school in the EYFS with skills that are above those expected for their age. They progress well, and by the time they leave school in Year 6, standards are well above average in English, mathematics and science. Although in the EYFS and Key Stage 1 boys do not always progress as well as girls, by the time pupils leave school in Year 6 this difference is no longer evident. Pupils with learning difficulties and/or disabilities, and those who are recognised as gifted and talented, are well supported and they make good progress, similar to that of their peers. Achievement is good. Pupils are very well prepared for the next stage of education and their lives outside school, mainly because of the high level of basic skills that they acquire both academically and personally.

Pupils are very polite, demonstrated by their welcome to visitors. Their personal development and well-being are outstanding. The interesting, stimulating curriculum effectively supports pupils' excellent enjoyment which is confirmed by their well above average attendance. Pupils speak animatedly about their work, eager to show off their skills in speaking modern foreign languages, such as French, for example. Curriculum enrichment is outstanding and the many visits and visitors to the school effectively broaden pupils' experiences and stimulate their interest and curiosity. Pupils say they feel safe and are very positive about how teachers respond to any worries or concerns they may have. They particularly comment on how keypads on outside doors make them feel very secure. Effective safeguarding procedures are in place, including those for child protection and ensuring the appropriate checks are carried out on all adults who work with pupils. Pupils have an excellent understanding of how to keep safe, speaking informatively about the dangers of drugs and smoking. They know that sometimes it is hard to say 'no' when friends try to influence them. Their knowledge of how to lead a healthy lifestyle is outstanding. They make sensible eating choices and enthusiastically take part in a variety of sporting activities. Pupils have many opportunities to contribute to school life and to the local, the European and worldwide communities. They are very proud to be school councillors. One ex-councillor reported that last year the council had been very influential in ensuring pupils were offered healthy eating options at lunchtime.

The school is successful because the quality of teaching and learning are good. Staff are knowledgeable and extremely willing to try new ideas if it means these will benefit pupils. Support staff are deployed effectively to assist pupils needing additional help. However, in the EYFS, although provision is good, the balance between teacher-led activities and those that children choose for themselves is not always achieved. Throughout the school, relationships are very good, and this means pupils are confident and willingly ask and answer questions. Pastoral guidance is outstanding but care, guidance and support are good overall, as academic guidance is not as strong. Pupils know their targets and say the marking of their work helps them learn. However, targets are not always linked closely enough to next steps of learning.

Marking does not consistently provide pupils with clear guidance about why work is good, or how to improve. Consequently, pupils' self-assessment skills are not sufficiently developed.

Integral to the school's success is the very good leadership of the headteacher. He provides clear direction for the school's work and has successfully established a strong united team where there is a strong commitment to raising standards. Self-evaluation is accurate, with strengths and weaknesses clearly identified. Provision for supporting pupils' understanding of the importance of community cohesion is excellent. Governance is outstanding as governors effectively fulfill their roles of support and challenge. The school's record of improvement is testimony to the good capacity for further development.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Achievement is good in the EYFS. As a result of good teaching, children make good progress across all areas of learning. By the end of the Reception Year, standards are well above average, especially in communication, language and literacy and physical development. Good attention is given to these aspects of development. Boys do not progress as well as girls, although they do perform better than their counterparts nationally. Lessons are carefully planned and teaching is lively, which captures children's interest and promotes their enjoyment of school. However, there are too few opportunities for children to initiate their own learning, particularly through structured play activities. In addition, the outside area is not well enough resourced and consequently opportunities are missed to promote children's learning in the outdoor environment. Leadership and management are good and the EYFS leader has good plans in place to improve the areas requiring improvement. Relationships between adults and children are very positive and welfare requirements for ensuring children's safety and well-being are securely in place. Children behave very well. They are confident and happy learners and get a good start to their education.

What the school should do to improve further

- Provide pupils with more information about their next steps of learning, so they can check for themselves how well they are learning and identify how to improve their work.
- Ensure children in the EYFS have sufficient opportunities to choose their activities in both the indoor and outdoor environments.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of Moorfield Primary School, Newport TF10 7QU

Thank you for being so welcoming and helpful when we visited your school. We enjoyed talking to you and listening to what you had to say. We know you really like your school and enjoy the many activities your teachers offer you. We think Moorfield is a good school with many strengths. These are the main things we found out about your school.

- You make good progress in your work, and by the end of Year 6 when you leave, you attain standards in English, mathematics and science that are well above those found in most primary schools.
- Your behaviour is excellent, and your parents should be proud of the way you are so friendly and polite, and make visitors feel so welcome.
- You know all about keeping healthy by eating sensibly and taking regular exercise. Thank you for the very good advice you gave me about not eating too much junk food or chocolate and cakes.
- You also know about how to keep safe, and not to give into friends when they try to encourage you to do things that are not good for you.
- The teaching is good and teachers are very willing to try out new ideas to help you learn even better.
- You do lots of interesting things in your school, for example the residential trip to France and opportunities to learn French and German.
- All adults in your school make sure that you are very well looked after and it is good to know you feel safe in school.

Your headteacher, governors and staff want your school to be even better. To help them to do this, we have suggested that you are given more information about the good features of your work and how you can make your work even better. We suggest that those of you in the Reception class should have more opportunities to choose your own activities and to learn outdoors.

Thank you again for welcoming us into your school and we wish you all the very best for the future.

Yours faithfully

Lois Furness Lead inspector